South Carolina Department of Education

Workforce Investment Act, Title II

Adult Education and Family Literacy Act

2006–07 Adult Education Project

Request for Proposals (RFP)

Subgrant Application Package and Guidelines

Deadline for Receipt of Applications:
4:30 p.m., April 17, 2006

Inez Moore Tenenbaum

State Superintendent of Education

TABLE OF CONTENTS

Part I: General Information

A. Introduction/Background

The Adult Education and Family Literacy Act is authorized by the Title II, Workforce Investment Act of 1998 (P.L. 105–220). The purpose of the Adult Education and Family Literacy Act (AEFLA) is to create a partnership among the federal government, states, and localities to provide on a voluntary basis adult education and literacy services in order to

- assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency
- assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children
- assist adults in the completion of a secondary school education.

The United States Department of Education allocates AEFLA funds to states in accordance with a statutory formula. Each state is required to use not less than 82.5% of its federal grant to award funds, through a competitive subgranting process, to eligible local providers of workplace literacy, family literacy, basic skills adult education, and English as a second language instruction.

The State Department of Education (SDE) will award multi-year AEFLA subgrants through a competitive process to eligible providers within the state to enable them to develop, implement, and improve adult education and literacy activities within the state.

In order to provide direct and equitable access to apply for grants, the same grant announcement process and application process is used for all eligible providers in the state. Announcement of the application availability will be published in newspapers across the state. The application will be posted to the program Web site at the SDE, www.sclrc.org/AE2005 and a link from the Grants Office at the SDE, www.myscschools.com/superintendent/grants.

B. Definitions of Terms

The terms used in this RFP are defined specifically for this subgrant as follows:

- **Adult education program**—(State Board Regulation No. R 43-237.1) The program of adult education is provided for adults who want to acquire a basic education, to prepare for the tests of General Educational Development (GED), to develop literacy skills, to obtain the knowledge and skills necessary for employment and self-sufficiency, or to complete the requirements for a state high school diploma. Enrollment in the program of adult education for a state high school diploma shall be limited to adults who are residents in South Carolina.

    (State Board Regulation No. 43-259) Membership in an adult education program shall be limited to individuals who are eighteen years of age or over and have left the elementary or secondary school, except when the local school board assigns students of less than eighteen years of age who are not officially in membership in a regular school. These students may be assigned to an adult education program when they exhibit either an unusual educational

need or physical, social, or economic problems that can be served more effectively by the adult education program. No student under the age of sixteen may be assigned to the adult education program for any reason.

- **Adult education and literacy activities**—activities that provide services or instruction in one or more of the following categories:
    - adult education and literacy services including workplace literacy services
    - family literacy services
    - English literacy programs.

- **English literacy program**—a program of instruction designed to help individuals of limited English proficiency achieve competence in the English language.

- **Family literacy services**—services that are of sufficient intensity in terms of hours and of sufficient duration to make sustainable changes in a family and that integrate all of the following activities:
    - interactive literacy activities between parents and their children
    - training for parents regarding how to be the primary teacher for their children and full partners in the education of their children
    - parent literacy training that leads to economic self-sufficiency
    - an age-appropriate education to prepare children for success in school and life experiences.

- **Individual with a disability**—an individual with any disability as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U. S. C. 12102).

- **Individual of Limited English Proficiency**—an adult or out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language, and whose native language is a language other than English or who lives in a family or community environment where a language other than English is the dominant language.

- **Literacy**—an individual's ability to read, write, and speak in English and compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

- **Local educational agency** (LEA)—a school district.

- **Workplace literacy services**—literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills.

- **Work-based project learner activity**—a short-term course (at least 12 hours and no more than 30 hours) in which instruction is designed to teach work-based skills and in which the educational outcomes and standards for achievement are specified.

C. Eligible Providers

To be eligible to apply for this subgrant, an applicant must be one of the following:
- a local educational agency
- a community-based organization of demonstrated effectiveness
- a volunteer literacy organization of demonstrated effectiveness
- an institution of higher education
- a public or private nonprofit agency
- a library
- a public housing authority
- a nonprofit institution that is not described in any of the above and has the ability to provide literacy services to adults and families
- a consortium of two or more eligible applicants.

A consortium of eligible applicants may submit only one application. An individual eligible applicant cannot submit both an individual application and participate as a member of a consortium submitting an application.

D. Estimated Available Funds

Approximately $8,000,000 is available to fund this subgrant program.

E. Estimated Number of Grants and Available Funds Per County

The SDE anticipates funding approximately 60 grants. The availability of funds per county is based on demographics and census data obtained from the South Carolina Office of Research and Statistics. The Estimated Maximum of County Allocations chart is found on page 20 this RFP.

F. Grant Funding Period

The statute requires multi-year awards: the first year's budget is July 1, 2006–June 30, 2007; the second year's budget is July 1, 2007–June 30, 2008, the third year of funding is July 1, 2008–June 30, 2009. Although this subgrant award is multi-year, continued funding is not automatic.

Each applicant whose subgrant proposal is awarded must comply with all subgrant requirements and submit a continuation application at the end of the first and second years of funding. The Office of Adult and Community Education will review the progress of each applicant in meeting the objectives of the program and will evaluate the program based on the indicators of performance.

The SDE may refuse to award continuing grant funds if the agency finds that the applicant has not made sufficient progress in meeting the objectives of the Adult Education and Family Literacy program.

G. Statutory Requirements
- Funded applicants must use the funds to develop, implement, and improve adult education and literacy activities within their service area.
- Projects must offer flexible schedules and necessary support services (such as child care

and transportation) to enable individuals, including individuals with disabilities or other special needs, to participate.

- Applicants must remember that in providing family literacy services under this program they shall attempt to coordinate with programs and services that are not assisted under this subtitle prior to using funds for adult education and literacy activities under this subtitle for activities other than adult education activities.
- Only applications that incorporate the 12 key statutory requirements included in the Adult Education and Family Literacy Act will be considered. The requirements are
    - the degree to which the eligible provider will establish measurable goals for participant outcomes
    - the past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the 1-year period beginning with the adoption of the state's performance measures (Section 212), the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy
    - the commitment of the eligible provider to serve individuals in the community who are most in need of literacy services including individuals who are low-income or have minimal literacy skills
    - the program is of sufficient intensity and duration for participants to achieve substantial learning gains and uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read
    - the activities are built on a strong foundation of research and effective educational practice
    - the activities effectively employ advances in technology, as appropriate, including the use of computers
    - the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship
    - the activities are staffed by well-trained instructors, counselors, and administrators
    - the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies
    - the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs
    - the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the state's performance measures and
    - the local communities have a demonstrated need for additional English literacy programs.
- Each subgrant application must contain an appropriate General Education Provisions Act (GEPA) statement as described on page 28 of this RFP. GEPA requires each applicant for funds to include in its application a description of the steps the applicant proposes to

take to ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant for funds should determine whether these or other barriers may prevent students, teachers, etc. from such access or participation in the project or activity.

- Funded applicants must use the Edvantage/LiteracyPro data collection system to submit NRS data concerning their programs. Funded applicants will receive technical assistance/training on this system. National Reporting System's (NRS) Outcome Measures Definitions are located on pages 34 through 40 of this RFP.

H. Authorized Activities

Applicants receiving funds must use the subgrant to establish or operate one or more programs that provide services or instruction in one or more of the following categories: adult education and literacy services (including workplace literacy services), family literacy services, and English literacy programs.

Of the amount of funds made available to an eligible provider, not less than 95% must be expended for carrying out adult education and literacy activities; and no more than 5% must be used for planning, administration, personnel development, and interagency coordination. In cases where these cost limits are too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination, the eligible provider shall negotiate with the SDE in order to determine an adequate level of funds to be used for non-instructional purposes.

Instructional programs include Adult Literacy Education (Educational Functioning Level grade equivalents 0-4), Adult Basic Education (Educational Functioning Level grade equivalents 5-8), English as a Second Language, and General Educational Development (GED) Preparation.

I. Unauthorized Activities

These funds may not be used for workplace literacy services unless they are from the approved list found at www.scwrc.org/curriculum_chart.htm.

J. Supplement, Not Supplant

Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other state or local public funds expended for adult education and literacy activities. If current expenditures are being paid from state or local public funds, a funded applicant may not start paying for those expenditures from these subgrant funds. An applicant also cannot remove or transfer funding from this federally supported program to another program because this grant has been received.

K. Bidders Conference for Applicants

The staff of the Office of Adult and Community Education at the SDE will conduct four technical assistance workshops to assist potential grant applicants. All potential applicants are encouraged to attend one technical assistance workshop.

The workshops are scheduled from 9:30 a.m. until 2:00 p.m. on February 3, 2006, at the Anderson Regional Adult Education Technical Assistance Center (RAETAC); February 10, 2006, at the Dorchester RAETAC; February 24, 2006, at the Sumter RAETAC; and March 3, 2006, at the Florence RAETAC.

Potential applicants must register to attend by completing the Registration Form (page 41). Completed registration forms should be returned to Ms. Tangee McNeil at the SDE via mail, fax, or e-mail. Ms. McNeil's e-mail address is tmcneil@sde.state.sc.us. The fax number is 803-734-5685. The mailing address is:

<div align="center">

Ms. Tangee McNeil
South Carolina Department of Education
1429 Senate Street, Room 703
Rutledge Building
Columbia, South Carolina 29201.

</div>

L. Required Reporting

Funded applicants will be required to submit NRS data quarterly: October, January, April, and July. Funded applicants will be required to complete continuation grant applications at the end of the first and second years of funding.

Funded applicants shall be advanced payment of 15% of the total award. Additional payments will be made based on reimbursement claims submitted to the SDE. A final expenditure report for the first year of funding is due by August 5, 2007.

M. Review and Selection Process

Each application for funds will be scored by two readers who meet established criteria for reviewers set by the SDE and who have substantial experience in the Adult Education and Literacy fields. Discussions among readers may occur after each reader has scored the application.

The maximum score for each application is 105 points. Each proposal will first be reviewed and scored by two readers. Next, the two readers will discuss the application and will arrive at a consensus score for each application. At that time, all applications will be rank ordered, and the applications receiving the highest scores will be recommended to the State Superintendent of Education.

The notification of awards and denial letters will be mailed four to six weeks after the deadline for submission of applications. After the selection process, a copy of reviewers' comments and score sheets will be mailed to each considered applicant from the Director, Office of Adult and Community Education, 1429 Senate Street, Rutledge Building, Columbia, South Carolina 29201.

N. Appeals Process

Scores may not be appealed. An unfunded applicant may inquire as to whether or not the application process was followed.

An applicant who has submitted a proposal that fails to be funded by the SDE has five

calendar days after receiving notification that the proposal is not funded to request a review of the process. The request for review must be directed to the State Superintendent of Education and must state the reasons for the request. The State Superintendent of Education will ask the appropriate deputy superintendent to review the process. After reviewing the process, the deputy superintendent will notify the applicant in writing as to whether or not the application process was followed. There will be no further appeal of the deputy superintendent's decision.

O. Timeline of Subgranting Process

Date	Activity/Action
February 3, 2006	SDE conducts technical assistance session (Anderson)
February 10, 2006	SDE conducts technical assistance session (Dorchester)
February 24, 2006	SDE conducts technical assistance session (Sumter)
March 3, 2006	SDE conducts technical assistance session (Florence)
April 17, 2006	Deadline for receipt of application
June 1, 2006	Notification of Awards and denial letters mailed
July 1, 2006	Funded programs begin
August 5, 2007	Final expenditure report due to SDE's Office of Finance

P. Competitive Priorities

A maximum of 5 bonus points will be awarded to applications for projects that establish and operate programs for the most in need of adult literacy services **AND** that provide services or instruction in all of the following categories:

- adult education and literacy services that include workplace literacy and computer technology
- family literacy services
- English literacy programs

Instructional programs include

- Adult Literacy Education (Educational Functioning Level grade equivalents 0–4)
- Adult Basic Education (Educational Functioning Level grade equivalents 5–8)
- English as a Second Language
- General Educational Development (GED) Preparation
- Secondary Credential Completion.

Q. Selection Criteria

Selection Criteria and Points Available

Criteria/Scoring	Max. Points
Statement of Need	20
Description of Services	30
Applicant's Background and Collaboration	15
Project Management, Sustainability, and Recruitment	15
Evaluation and Dissemination	10
Project Budget (Form and Spreadsheet with Narrative)	10
Competitive Priority (bonus points)	5
Total Maximum Points Available	**105**

R. Deadline and Submission Procedures

- Incomplete application packets will not be reviewed or considered for funding.

- Applications that do not adhere to these guidelines and directions will not be reviewed or considered for funding.

- Applications will not be returned. Please keep a copy for your records.

- An original and three copies of the application must be submitted.

- The original must contain the original signature (in blue ink) of the authorized representative (e.g., superintendent, principal, pastor, executive director, chief executive officer) for the primary applicant and of the authorized representative for each collaborative partner. Stamped signatures will not be accepted.

- Applications that are faxed or e-mailed will not be accepted.

- Do not enclose the application in a notebook, binder, or folder.

- Staple the application together in the upper left corner or attach a paper clip to each of the four copies of the application packet.

- Applications must be <u>received</u> in the SDE's Office of Adult and Community Education

by 4:30 p.m. on Monday, April 17, 2006. An application received after that will be rejected. Postmarks have no bearing with respect to the deadline.

- If you would like confirmation of our receipt of your application, include a self-addressed stamped postage card with your proposal.

- Applications must be addressed to

2006–07 Adult Education Project
Theresa Fetner, Education Associate
Office of Adult and Community Education
South Carolina Department of Education
1429 Senate Street, Room 703
Columbia, South Carolina 29201

Part II: Application Overview, Content, and Instructions

A. Application Overview

Applications must be assembled in this order:

- Application Cover Sheet (original signed in blue ink) (located on page 24 in this RFP)
- Abstract (a one-page summary)
- Table of Contents (including page numbers)
- Narrative
    - Statement of Need
    - Description of Services
    - Applicant's Background and Collaboration
    - Management, Sustainability, and Recruitment
    - Evaluation and Dissemination
- Proposed Project Budget
- Budget Form (located on page 30 in this RFP)
    - Budget Spreadsheet with Narrative
- Required Forms/Statements
    - Assurances (original signed in blue ink) (located on page 25 in this RFP)
    - Terms and Conditions (original signed in blue ink) (pages 26 and 27 in this RFP)
    - Certification Regarding Debarment, etc. (original signed in blue ink) (page 29)
    - GEPA Statement (explanation and examples on page 28 in this RFP)
- Appendices
    - Memoranda of Agreement (from partners)
    - Collaborative Agreement Form(s) for each partnership (signed) (see page 31)
    - Letters of Commitment (from each key partner)
    - Letters of Support (from non-partners and non-consultants)
    - Outline of Services (provided from each contracted consultant)
    - Performance Measures Chart (completed) (located on page 12 in this RFP)
    - Schedule of Activities (completed) (located on page 33 in this RFP)

B. Application Narrative Format

Carefully adhere to font, format, page limit, and organizational requirements. Narratives that disregard these requirements will not be considered for funding. Each section of the proposal must be clearly identified. Sections may not be combined. Incomplete proposals will not be considered.

Narrative Format

Length of Narrative	Maximum of 20 double-spaced pages
Required Font/Font Size	Times New Roman or Arial/Size 12
Margins	One inch
Page Numbers	Either top right or bottom right
Spacing	Double throughout narrative; charts and tables may be single spaced

C. Abstract

In one, single-spaced page, summarize the key elements of the proposal, including
- applicant's credentials and credibility based on significant achievements in this area
- key partners
- target population
- goals and objectives for the project
- essential activities and strategies
- evaluation plan
- requested amount of funding.

D. Narrative Content

1. <u>Statement of Need</u> *(Maximum points assigned to this section: 20)*

This section presents the case for the project based on data from needs assessment(s) that the applicant conducts. This section should be clear, factual, and compelling.

The applicant must describe a significant need for the project, including supporting evidence from a variety of references (resources); clearly describe the target population to be served; and document a demonstrated need for additional English literacy programs.

This section should clearly state the problem, causes of the problem that the program will address, consequences of the problem if left unaddressed, other programs that address the problem but have left gaps, and how the proposed program has been designed to fill those gaps.

2. <u>Description of Services</u> *(Maximum points assigned to this section: 30)*

A. *Goals, Objectives, and Core Indicators of Performance*

Describe your <u>goals and objectives</u>. <u>Goals</u> are general and measurable statements specifying desired outcomes (behavioral changes) for participants in the project.

<u>Objectives</u> are clear, specific statements that explain one way that the applicant will know when the related goal has been achieved. The objectives must be 1) stated in objective, quantifiable, and measurable terms; and 2) able to show the applicant's progress toward continuous improvement in performance. Applicants are expected to indicate objectives for all three years.

Key questions to consider when writing objectives are
- who is doing the action?
- how many people are participating?
- what will the participants do to demonstrate success?
- what will be the margin for success?
- when is the target date for achieving success?

The applicant must include objectives that relate to the following core indicators of performance:
- demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills
- placement in, retention in, or, completion of postsecondary education, training, unsubsidized employment, or career advancement
- receipt of a secondary school diploma or its recognized equivalent.

The Workforce Investment Act (WIA), Title II established a system of accountability in which states set levels of performance for core indicators. The <u>core indicators of performance</u>, at a minimum, must include literacy (to include computer literacy), adult basic education (ABE), English as a secondary language (ESL), and General Educational Development (GED) Test preparation.

When creating objectives and performance measures, applicants should refer to the Measures and Methods for the National Reporting System for Adult Education, the South Carolina Family Literacy Performance Indicators for Quality Assurance and Evaluation, and the South Carolina Adult Education Performance Measures. These documents are included in this RFP. Each applicant's objectives must be realistic based on the program's previous data.

Please complete the following Performance Measures chart to identify the standards by which your program will demonstrate accountability to the SDE.

The Educational Functioning Level Descriptors (Outcome Measures Definitions) can be found on pages 34 through 40 of this RFP. The South Carolina Adult Education Performance Measures can be found on page 22 of this RFP.

E. Performance Measures Chart (Projected Educational Gains)	
Category	**Related Objective**
ABE Beginning Literacy	____% of ABE Beginning Literacy enrollees will acquire the level of basic skills needed to complete the level as demonstrated by TABE.
ABE Beginning Basic Education	____% of ABE Beginning Basic Education enrollees will acquire the level of basic skills needed to complete the level as demonstrated by TABE.
ABE Intermediate Low	____% of ABE Intermediate Low enrollees will acquire the level of basic skills needed to complete the level as demonstrated by TABE.
ABE Intermediate High	____% of ABE Intermediate High enrollees will acquire the level of basic skills needed to complete the level as demonstrated by TABE.
ASE Low	____% of ASE Low level enrollees will acquire the level of basic skills needed to complete the level as demonstrated by TABE.
ASE High	____% of ASE High level enrollees will acquire the level of basic skills needed to complete the level as demonstrated by TABE.
Beginning ESL Literacy	____% of Beginning ESL Literacy enrollees will acquire the level of basic skills needed to complete the level as demonstrated by BEST.
Low Beginning ESL	____% of Low Beginning ESL enrollees will acquire the level of basic skills needed to complete the level as demonstrated by BEST.
High Beginning ESL	____% of High Beginning ESL enrollees will acquire the level of basic skills needed to complete the level as demonstrated by BEST.
Low Intermediate ESL	____% of Low Intermediate ESL enrollees will acquire the level of basic skills needed to complete the level as demonstrated by BEST.
High Intermediate ESL	____% of High Intermediate ESL enrollees will acquire the level of basic skills needed to complete the level as demonstrated by BEST.
Advanced ESL	____% of Advanced ESL enrollees will acquire the level of basic skills needed to complete the level as demonstrated by BEST.

B. *Activities, Strategies, and Schedule*

Describe your strategies and planned activities, including the research base for these particular strategies and activities that will be implemented to meet the stated objectives. Include a timeline highlighting key events (activities and strategies), related objective, date to occur or be completed, personnel responsible for conducting the strategy/activity, and the name and address of the site for the strategy/activity.

- Strategies are the methods and designs that the applicant will use to help the client achieve the goal.
- Activities are those things that the target population (client) will do that will advance their abilities.
- The Schedule of Activities in this chart, showing target activities, should be used to describe the <u>activities, schedule, and contact persons</u>. This chart must be included in the

application, but is not included in the total page count.

In devising strategies and activities, the applicant must address the key considerations of the WIA statute:

- the program 1) is of sufficient intensity and duration for participants to achieve substantial learning gains, and 2) uses instructional practices such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read
- the activities are built on a strong foundation of research and effective educational practice
- the activities effectively employ advances in technology, as appropriate, including the use of computers
- the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship
- the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies
- the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs
- the activities include at a minimum
  - low income students
  - individuals with disabilities
  - single parents and displaced homemakers
  - individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency.

3. Applicant's Background and Collaboration *(Points assigned to this section: 15)*

Describe the applicant's organization/agency. Include the organization's mission, significant achievements, growth, and service areas that establish its credibility as a service provider for this subgrant program. Describe the agency's experience in providing adult basic education or related services to eligible populations. Explain why the experience is relevant to this application. Include data on past effectiveness in improving the literacy skills of adults and families.

In this section, the application must address the key considerations of the WIA statute, including the past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the 1-year period beginning with the adoption of the state's performance measures (Section 212), the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy.

This section must also include how the adult education and literacy activities that will be carried out through this subgrant program will be integrated with other adult education, career development, and employment and training activities.

Describe cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities. Include a list of such agencies and copies of the Memoranda of Agreement. Complete a Collaborative Agreement Form for each partnership (see page 31 in this RFP).

4. Management, Sustainability, and Recruitment *(Points assigned to this section: 15)*

Describe your plan to ensure that the strategies and activities are implemented in an effective, efficient, and timely manner and that participants make progress toward achieving goals and objectives. In your management plan,

- explain who will manage the program and provide credentials for this person to oversee the program
- provide a detailed job description for the project director
- include the organizational structure so that the reviewers can see the chain of command and where the project fits into the agency
- explain essential responsibilities and credentials for each staff member. (Staff should be capable of using appropriate educational methodologies, strategies, and technologies and have the ability to provide instruction in real life contexts.)
- include description of a plan to provide on-going, quality professional development as it relates to staff evaluations and program/learner performance. One of the key elements of the WIA statute is: "whether the activities are staffed by well-trained instructors, counselors, and administrators."

Describe your plan for sustainability. The plan must describe what the applicant will do to ensure that the project will maintain its activities beyond the grant funding or term.

Describe your plan for dissemination of information. Describe how the applicant will recruit those populations most in need of services.

Describe the applicant's ability to carry out the project with regard to personnel, facilities, and materials.

Describe the applicant's ability to successfully manage and coordinate the program as described in the grant proposal. The applicants should highlight success in the management of similar programs.

Charts, timetables, and position descriptions for key staff should be used to describe the structure of the project and the procedures for the successful management of the program. Note: although the project director's position does not have to be full time, it is expected that the person employed will be available to commit an appropriate amount of time overseeing all aspects of the program, including the timely submission of all reports and the regular monitoring of each program site.

Describe how the program will address the key considerations of the WIA statute (whether the activities are staffed by well-trained instructors, counselors, and administrators).

Applications must include a plan for providing on-going, high quality professional development for staff. The frequency of the training and the topics to be addressed should be identified in the description.

Sustainability. Describe the appropriateness and thoroughness of the plan to continue the proposed program and activities after the end of the grant period. The plan is detailed and systematic and clearly demonstrates the applicant's commitment to securing necessary resources.

5. Evaluation *(Points assigned to this section: 10)*

The evaluation proves, using scientific evidence, if and how well the project worked. The applicant must provide for objective evaluation of progress toward the program objectives as they relate to the South Carolina Adult Education Performance Measures and the South Carolina Family Literacy Performance Indicators For Quality Assurance and Evaluation (located on pages 22 and 23 of this RFP).

Funded applicants must use the Edvantage/LiteracyPro data collection system established by the SDE to evaluate funded programs. Funded applicants will be trained on the LiteracyPro data collection system. LiteracyPro tracks people and tasks associated with Literacy, GED and ESL programs, including volunteer tutor, small group and pair-based activities. It tracks outcome measures such as educational gains, goal achievement, demographic status and participation.

Provide a description of how the data collected with Edvantage/LiteracyPro will be used for continuous improvement of the program and services offered.

F. Project Budget
(Points assigned to this section: 10)

Remember: Of the amount of funds made available to an eligible provider, not less than 95% shall be expended for carrying out adult education and literacy activities; and no more than 5% shall be used for planning, administration, personnel development, and interagency coordination. In cases where these cost limits are too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination, the eligible provider shall negotiate with the SDE in order to determine an adequate level of funds to be used for non-instructional purposes.

Funds received through this subgrant must be spent on the activities described in the proposal and delineated in the proposed budget.

1. Budget Form

The Budget Form (included in this RFP on page 30) should be used to provide an accurate, itemized budget for each year of the project. The budget should reflect accuracy and the total project costs should be reasonable in relation to the program plan and demonstrate the applicant's and the community's commitment to financial and other supports.

2. Budget Spreadsheet with Narrative

The Itemized Budget Spreadsheet with Narrative should be structured to parallel the Budget Form. In the spreadsheet, provide clear evidence that the expenditures are appropriate and justified to support the activities in the project. Provide clear formulas used to calculate totals for categories. Expenditures should be reasonable and adequate to complete the project.

Part III: Forms

Reviewers Scoring Rubric

Proposal Narrative	Max. Points
Statement of Need	_____/20
- The extent to which the application establishes the magnitude and scope of the need in the community to be served and supports this need statement with compelling objective evidence. The extent to which the applicant addresses a key consideration of the WIA statute: whether the local communities have a demonstrated need for additional English literacy programs. The commitment of the applicant to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills. (6 points) - The extent to which the applicant describes the target population to be served. (8 points) - The extent to which the applicant identifies other efforts to serve this population, gaps in these other efforts, and how the proposed project will address those gaps. (6 points)	
Description of Services	_____/30
Goals and Objectives - The extent to which the objectives for participant outcomes are 1) stated in objective, quantifiable, and measurable terms and 2) able to show the applicant's progress toward continuous improvement in performance. - The extent to which the objectives and outcomes are stated and defined in measurable terms as they relate to the South Carolina Adult Education Performance Measures and the South Carolina Family Literacy Performance Indicators For Quality Assurance and Evaluation. Each applicant's objectives must be realistic based on the program's previous performance. - The Workforce Investment Act (WIA), Title II established a system of accountability in which states set levels of performance for core indicators. The <u>core indicators of performance</u>, at a minimum, must include literacy (to include computer literacy), adult basic education (ABE), English as a secondary language (ESL), and General Educational Development (GED) Test preparation. - The extent to which the applicant includes objectives that relate to the following core indicators of performance: - Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills; (including computer literacy) - Placement in, retention in, or, completion of postsecondary education, training, unsubsidized employment, or career advancement; - Receipt of a secondary school diploma or its recognized equivalent. (10 points)	

Strategies and Activities
 	
• The extent to which the applicant clearly addresses key considerations of the WIA statute:
    • the program 1) is of sufficient intensity and duration for participants to achieve substantial learning gains, and 2) uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read (4 points)
    • the activities are built on a strong foundation of research and effective educational practice (4 points)
    • the activities effectively employ advances in technology, as appropriate, including the use of computers (4 points)
    • the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship (4 points)
    • the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs. (4 points)	

Applicant's Background and Collaboration	_____/15
• The past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the 1-year period beginning with the adoption of the state's performance measures (Section 212), the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy (5 points) • In addition, the experience the applicant has with providing the proposed services *or* the promise of success the applicant can demonstrate in providing these services. (7 points) • The activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies (3 points)	
Management, Sustainability, and Recruitment	_____/15

• **Management.** The extent to which the applicant explains a plan to ensure that the project is implemented in a timely, effective manner, with procedures to provide regular monitoring of progress toward objectives, effective coordination among partners, and resolution of obstacles that may arise.
    • The extent to which the applicant identifies the organizational structure and where the program fits into the agency's priorities.
    • The extent to which the applicant has identified an appropriate project director, with adequate credentials, and has provided a specific job description for the project director. The applicant has identified the number	

of hours per week the project director will dedicate toward the project. • The extent to which the applicant addresses the key considerations of the WIA statute: whether the activities are staffed by well-trained instructors, counselors, and administrators. The extent to which the applicant identifies the essential responsibilities and credentials for each key staff member and how many hours per week each key staff member will dedicate to the project. • The extent to which the applicant includes a plan for providing on-going, high quality professional development for staff. The frequency of the training and the topics to be addressed should be identified in the description. (6 points) • **Sustainability.** The extent to which the applicant describes a plan to continue the proposed program and activities after the end of the grant period. The plan is detailed and systematic and clearly demonstrates the applicant's commitment to securing necessary resources. (3 points) • **Recruitment**. The extent to which the applicant describes strategies to inform and recruit those populations most in need of services. (6 points)	
Evaluation and Dissemination	_____/10
Evaluation. • The extent to which the applicant addresses the key considerations of the WIA statute: whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the state's performance measures. (5 points) • The extent to which the applicant provides a description of how the NRS data collected with Edvantage/LitPro will be used for continuous improvement of the program and services offered. (5 points)	
Project Budget Form and Spreadsheet with Narrative	_____/10
• The extent to which all costs, particularly those associated with personnel and equipment, are reasonable and appropriate given the nature and scope of the project. (3 points) • The extent to which the proposed budget is clear and precise. (4 points) • The extent to which the resources are adequate for accomplishing the stated objectives and are appropriate for the proposed activities. (3 points)	
Competitive Priorities (Bonus Points)	_____/5
• A maximum of 5 bonus points will be awarded to applications for projects that establish and operate programs for the most in need of adult literacy services and that provide high quality services or instruction in **all** of the following categories: • adult education and literacy services that include workplace literacy and computer technology • family literacy services • English literacy programs.	

Instructional programs must include
    • Adult Literacy Education (Educational Functioning Level grade equivalents 0–4)
    • Adult Basic Education (Educational functioning Level grade equivalents 5–8)
    • English as a Second Language
    • General Educational Development (GED) Test Preparation
    • Secondary Credential Completion.
Projects must offer flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities or other special needs to participate.	

TOTAL NUMBER OF POINTS	*/105*

Estimated Maximum County Allocations for 2006–07

(Based on the present federal funding allocation)

COUNTY	ESTIMATED COUNTY ALLOCATION
Abbeville	47,589
Aiken	205,598
Allendale	28,136
Anderson	280,904
Bamberg	34,892
Barnwell	46,495
Beaufort	100,379
Berkeley	171,327
Calhoun	26,268
Charleston	370,725
Cherokee	109,408
Chester	69,820
Chesterfield	92,529
Clarendon	72,024
Colleton	72,015
Darlington	129,206
Dillon	72,697
Dorchester	108,970
Edgefield	48,633
Fairfield	48,633
Florence	211,269
Georgetown	89,677
Greenville	511,434
Greenwood	112,479
Hampton	44,106
Horry	258,211

Jasper	46,193
Kershaw	81,532
Lancaster	119,101
Laurens	141,558
Lee	48,860
Lexington	237,554
Marion	71,031
Marlboro	71,468
McCormick	24,669
Newberry	72,277
Oconee	114,321
Orangeburg	157,957
Pickens	171,041
Richland	312,718
Saluda	39,537
Spartanburg	438,652
Sumter	164,015
Union	62,777
Williamsburg	78,292
York	233,103

o   Statewide target population: 18+ = 719,045

o   Estimated available funds: $6,050,119

o   Each member of the target population equals approximately $8.4141034.

The estimated county allocation was determined by multiplying the county target population by the per person amount of $8.41.

These allocations are only for planning purposes. The actual allocation will depend on the amount of Federal funds available.

Census data was obtained from the South Carolina Community Profiles, a publication of the South Carolina Department of Education's Office of Research and Statistics at   www.sccomminityprofiles.org/

South Carolina Adult Education

Performance Measures

Federal Functioning Level	South Carolina Performance Levels 2003–04	National Performance Levels 2003–04	Negotiated Performance Levels 2005–06
Beginning Literacy	47%	39%	50%
Beginning Basic	49%	40%	60%
Intermediate Low	45%	40%	47%
Intermediate High	32%	39%	34%
ASE Low	36%	44%	36%
ASE High	53%	39%	50%
ESL Beginning Literacy	31%	39%	42%
ESL Beginning Basic	27%	36%	31%
ESL Intermediate Low	42%	39%	44%
ESL Intermediate High	39%	38%	41%
ESL Low Advanced	45%	33%	47%
ESL High Advanced	36%	28%	40%
Entered Employment	67%	54%	60%
Retained Employment	93%	61%	60%
Placed in post Secondary education or training	78%	49%	60%

South Carolina Family Literacy

Performance Indicators

Programs offering family literacy services must use these performance indicators to measure progress of participants receiving the services.

1. Family literacy adults enrolled in Adult Basic Education will meet or exceed South Carolina's National Reporting System (NRS) benchmarks for progress in reading, mathematics, language or computer literacy.

2. Family Literacy adults enrolled in English language instruction will meet or exceed South Carolina's benchmarks for the National Reporting System.

3. Fifty percent of adults with a goal to obtain a high school diploma or its equivalent will achieve that goal within the program year.

4. Seventy-five percent of the participants whose goal is either to enter postsecondary education, job training or retraining, nonsubsidized employment, the military, or to receive career advancement during the program year will achieve that goal.

5. Seventy-five percent of participating children will show annual progress in receptive language.

6. Ninety percent of participating children in grades preK through three will attend school at a rate equal to or greater than nonparticipating children.

7. Eighty-five percent of participating children in grades preK through three will be promoted to the next grade level.

8. Fifty percent of participating children in grades one through three will read on or above grade level.

9. Eighty percent of participating parents will demonstrate growth in supporting interactive literacy activities.

10. Seventy-five percent of participating parents will demonstrate growth in supporting children's' learning in formal educational settings.

Application Cover Sheet

Applicant Information

Name of Applicant

Unit or Department

Mailing Address

City, State, Zip Code

Contact Information

Contact Person

Title/Position

E-mail Address

Office Telephone   Fax:

Mailing Address

City, State, Zip Code

Signature of Contact Person: _____

Funding Information

Funding Period: From July 1, 2006 to June 30, 2007	
Year 1 Total Cost: $_____	Year 1 Funds Requested: $_____

Certification: I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant's governing body has duly authorized this application and document, and the applicant will comply with the attached assurance if the grant is awarded.		
Signature of Superintendent/CEO/Board Chair		Date
Signature of Chief Financial Officer		Date

Assurances

As the duly authorized representative of _____, I certify that this applicant (Please print or type name of applicant.) _____

A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the non-state share of project costs) to ensure proper planning, management, and completion of the project described in this application.

B. Will give the State Department of Education (SDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives.

The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.

C. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SDE for costs related to this grant.

D. Will initiate and complete work within the applicable time frame after receipt of approval by the SDE.

E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.

F. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 et seq. (Supp. 2004)).

G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2004)) if the amount of this award is $50,000 or more.

Signature of authorized official: _____ Date: _____

Signature of authorized financial official: _____ Date:_____

A. **Completeness of Proposal**. All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SDE). If you do not believe a section applies to your proposal, please indicate that fact.

B. **Termination**. The SDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SDE if the grantee fails to perform as promised in its proposal.

C. **Travel Costs**. Travel costs, if allowed under this solicitation, must comply with the state of South Carolina travel regulations.

D. **Honoraria**. Amounts paid in honoraria, if allowed under this grant, must be consistent with SDE policies. You should check with the program office before budgeting for honoraria.

E. **Obligation of Grant Funds**. Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.

F. **Use of Grant Funds**. Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.

G. **Copyright**. The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.

H. **Documentation**. The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.

I. **Reports**. The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.

J. **Audits**

- Entities expending $500,000 or more in federal awards:

Entities that expend $500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.

- Entities expending less than $500,000 in federal awards:

Entities that expend less than $500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SDE and appropriate officials of federal agencies
and the General Accounting Office (GAO).

K. **Records**. The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.

L. **Reduction in Budgets and Negotiations**. The SDE reserves the right to negotiate budgets with potential grantees. The SDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SDE may desire to fund a project but not at the level proposed. In that case the SDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SDE.

M. **Amendments to Grants**. Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.

N. **Subcontracts**. Grantees must obtain the prior approval of the SDE to obtain the services of a third party to perform activities that are central to the purpose of the award. [EDGAR, Section 80.30 (d) (4) and South Carolina State Board Regulation Number R 43-237.1]

Signature of authorized official: _____ Date: _____

Signature of authorized financial official: _____ Date: _____

GEPA: NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be

lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1890-0007.** The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4250.

Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion

**Certification Regarding Debarment, Suspension, Ineligibility and
Voluntary Exclusion -- Lower Tier Covered Transactions**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," " person," "primary covered transaction," " principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled   Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

(1)   The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2)   Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

Budget Form

Name of Applicant:

_____

Budget Categories	Year 1 (2006–07) Requested Funds	Year 2 (2007–08) Anticipated Funds Needed	Year 3 (2008–09) Anticipated Funds Needed	
1. Personnel (100)				
2. Fringe Benefits (200)				
3. Purchased Services (300)				
4. Travel (300)				
5. Supplies/Materials (400)				
6. Equipment (500)				
7. Indirect Costs (700)				
TOTAL				

The agencies/industries listed below agree to a collaborative effort during the 2006-07 term of the Workforce Investment Act, Title II Adult Education subgrant project. The provisions listed below will include, but will not be limited to, those stated within each column.

One form must be completed for each partnership and made part of each application for funds.

(Name of applicant) will provide: (Name of collaborative partner agency) will provide:

(Signature of applicant)   (Signature of collaborative partner)

Name: (Print)___

(Name of Agency)   Title: ___

Goals, Objectives, and Outcomes Worksheet

(Optional)

Goal _____:	
Objective _____:	
Directions	
1. Identify a result you expect to achieve through this program.	
2. Describe what you will do to achieve this result.	
3. What data will you collect to prove that you have achieved this result?	
4. Are there target benchmarks for progress toward achieving this result over time?	
5. Combine the information from Steps 1-4 into one sentence. (This combined statement is a performance measure)	
6. How long will it take to achieve this result?	
7. What baseline data will you need to have to measure achievement of this result?	

Schedule of Activities

	Activities: (Diploma, GED, Basic, ESL, Workplace)	Days/Times Per Week	Contact Person
Main Site			
Cluster Sites			
One-Stop			
Voc. Rehab.			
DSS			
Drug or Alcohol Treatment Centers			
Local Jail(s)			
State Prison(s)			
Community Center(s)			
Workplace Programs (List all programs)			

Outcome Measures Definitions			
(National Reporting System Requirements)			
Educational Functioning Level Descriptors—Adult Basic Education Levels			
	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Beginning ABE Literacy Test Benchmark: TABE (7-8 and 9-10) scale scores (grade level 0-1.9): Reading 367 and below Total Math 313 and below Language 392 and below CASAS: 200 and below ABLE scale scores (grade level 0-1.9): Reading 523 and below Math 521 and below	Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read and write letters and numbers, but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps, can provide limited personal information on simple forms. The individual can handle routine entry-level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.
Beginning Basic Education Test Benchmark: TABE (7-8 and 9-10): scale scores (grade	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on	Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.	Individual is able to read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple change. There is minimal knowledge of, and

level 2-3.9): Reading: 368-460 Total Math: 314-441 Language: 393-490 CASAS: 201-210 ABLE scale scores (grade level 2-3.9): Reading: 525-612 Math: 530-591	familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).		experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, e.g. understands logos related to worker safety before using a piece of machinery; can read want ads and complete simple job applications.
Low Intermediate Basic Education Test benchmark: TABE (7-8 and 9-10) scale scores (grade level 4-5.9): Reading: 461-517 Total Math: 442-505 Language: 491-523 CASAS: 211-220 ABLE scale scores (grade level 4-5.9): Reading: 613-644 Math: 593-641	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.	*Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits; can identify and use all basic mathematical symbols.*	Individual is able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications; can read simple charts, graphs labels and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; can read simple dials and scales and take routine measurements.
High Intermediate Basic Education	Individual is able to read simple descriptions and narratives on familiar subjects or from	Individual can perform all four basic math operations with whole numbers and	Individual is able to handle basic life skills tasks such as graphs, charts and labels, and

Test benchmark: TABE (7-8 and 9-10) scale scores (grade level 6-8.9): Reading: 518-566 Total Math: 506-565 Language: 524-559 CASAS: 221-235 ABLE scale score (grade level 6-8.9): Reading: 646-680 Math: 643-693 WorkKeys scale scores: Reading for Information: 75 – 78 Writing: 75 – 77 Applied Mathematics: 75 – 77	which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics; has consistent use of basic punctuation, but makes grammatical errors with complex structures.	fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; can perform basic operations on fractions.	can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involves following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts; can follow simple instructions for using technology.
Low Adult Secondary Education Test benchmark: TABE (7-8 and 9-10): scale scores (grade level 9-10.9): Reading: 567-595 Total Math: 566-594	Individual can comprehend expository writing and identify spelling, punctuation and grammatical errors; can comprehend a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; can identify the main idea in reading selections and use a variety of context issues to determine	Individual can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs and can develop own tables and graphs; can use math in business transactions.	Individual is able or can learn to follow simple multi-step directions, and read common legal forms and manuals; can integrate information from texts, charts and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common

Language: 560-585 CASAS: 236-245 ABLE scale scores (grade level 9-10.9): Reading: 682-697 Math: 694-716 WorkKeys scale scores: Reading for Information: 79 – 81 Writing: 78 – 85 Applied Mathematics: 78 – 81	meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; can write personal notes and letters that accurately reflect thoughts.		computer applications; can understand the impact of using different technologies; can interpret the appropriate use of new software and technology.
High Adult Secondary Education Test benchmark: TABE (7-8 and 9-10): scale scores (grade level 11-12): Reading: 596 and above Total Math: 595 and above Language: 586 and above CASAS: 246 and higher ABLE scale scores (grade level 11-12): Reading: 699 and above Math: 717 and above	Individual can comprehend, explain and analyze information from a variety of literacy works, including primary source materials and professional journals; can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.	Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces; can also apply trigonometric functions.	Individuals are able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes, can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations and can instruct others, in written or oral form on

			software and technology use.
WorkKeys scale scores: Reading for Information: 82 – 90 Writing: 86 – 90 Applied Mathematics: 82 – 90			

Outcome Measure Definitions			
(National Reporting System Requirements)			

Educational Functioning Level Descriptors—English -As-A-Second Language Levels

	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills

Beginning ESL Literacy
 	
Test benchmark:
 	
CASAS scale scores
 	
    Reading: 180 and below
 	
    Listening: 180 and below
 	
Oral BEST: 0-15 (SPL 0-1)
 	
BEST Plus: 400 and below (SPL 0-1)
 	
Literacy BEST: 0-7 (SPL 0-1)
	Individual cannot speak or understand English, or understands only isolated words or very simple learned phrases.	Individual has no or minimal reading or writing skills in any language. May be able to recognize and copy letters, numbers and a few words (e.g., own name). May have little or no comprehension of how print corresponds to spoken language. Individual may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words. May recognize only common words, signs or symbols (e.g., name, stop sign, product logos). Can handle only very routine entry-level jobs that do not require oral or written communication in English. May have no knowledge or use of computers.

Low Beginning ESL
 	
Test benchmark:
 	
CASAS scale scores
 	
   Reading: 181- 190
 	
   Listening: 181-190
 	
   Writing: 136-145
 	
Oral BEST: 16-28 (SPL 2)
 	
BEST Plus: 401-417 (SPL 2)
 	
Literacy BEST: 8-35 (SPL 2)
	Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personel information, spoken slowly and with repetition.Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.

High Beginning ESL
 	
Test benchmark:
 	
CASAS scale scores
 	
   Reading: 191-200
 	
   Listening: 191-200
 	
   Writing: 146-200
	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.	Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading.
		
		Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.
			Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.

Oral BEST: 29-41 (SPL 3) BEST Plus: 418-438 (SPL 3) Literacy BEST: 36-46 (SPL 3)			

Low Intermediate ESL
 	
Test benchmark:
 	
CASAS scale scores
 	
   Reading: 201-210
 	
   Listening: 201-210
 	
   Writing: 201-225
 	
Oral BEST: 42-50 (SPL 4)
 	
BEST Plus: 439-472 (SPL 4)
 	
Literacy BEST: 47-53 (SPL 4)
	Individual expresses basic survival needs and participates in some routine social conversations, although with some difficulty. Understands simple learned phrases easily and some new phrases containing familiar vocabulary spoken slowly with repetition. Asks and responds to questions in familiar contexts. Has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing familiar vocabulary. Individual can write simple notes and messages on familiar situations but may lack variety in sentence structure, clarity and focus of writing. Shows some control of basic grammar (e.g., present and past tense) and spelling. Uses some punctuation consistently (e.g., periods, commas, question marks, capitalization, etc.)	Individual can interpret simple directions, schedules, signs, and maps, etc. Completes simple forms but needs support on some documents that are not simplified. Can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be clarified orally or through demonstration. Individual may be able to use simple computer programs and can perform a sequence of routine tasks given directions (e.g., fax machine, computer).

High Intermediate ESL
 	
Test benchmark:
 	
CASAS scale scores
 	
   Reading: 211-220
 	
   Listening: 211-220
 	
   Writing: 226-242
	Individual participates in conversation in familiar social situations. Communicates basic needs with some help and clarification. Understands learned phrases and new phrases containing familiar vocabulary. Attempts to use new language but may be hesitant and rely on descriptions and concrete terms. May have inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, logical order). Can use word analysis skills and context clues to determine meaning with texts on familiar subjects. Individual can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and	Individual can meet basic survival and social demands, and can follow some simple oral and written instructions. Has some ability to communicate on the telephone on familiar subjects. Can write messages and notes related to basic needs and complete basic medical forms and job applications. Can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual

		structures. Can self- and peer-edit for spelling, grammar and punctuation errors.	can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.
Oral BEST: 51-57 (SPL 5) BEST Plus: 473-506 (SPL 5) Literacy BEST: 53-65 (SPL 5-6)			

Advanced ESL
 	
Test benchmark:
 	
CASAS scale scores
 	
    Reading: 221-235
 	
    Listening: 221-235
 	
    Writiing: 243-260
 	
Oral BEST: 58-64 (SPL 6)
 	
BEST Plus: 507-540 (SPL 6)
 	
Literacy BEST: 66 and above (SPL 7)
 	
Exit Criteria:
 	
    CASAS Reading and Listening: 236 and above
 	
    CASAS Writing: 261 and above
 	
    Oral BEST: 65 and above (SPL 7)
	Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has some difficulty using more complex structures. Has some basic fluency of speech.	Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph texts (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.	Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.

BEST Plus: 541 and above (SPL 7)			

Registration Form and Instructions

All prospective applicants for the Workforce Investment Act, Title II subgrant should attend at least one of these technical assistance sessions. <u>Each</u> person planning to attend must complete a registration form. The deadline for registration is 4:30 P.M., January 20, 2006.

<u>Registration directions:</u> Complete the information below and submit the page using one of the three methods: via fax to 803-734-5685, ATTN: Tangee McNeil; via postal mail to: Tangee McNeil, South Carolina Department of Education, 1429 Senate Street, Room 703, Columbia, South Carolina 29201; download this form, complete it, and e-mail it to tmcneil@sde.state.sc.us .

You will receive an e-mail confirmation of your registration and details about the location of your chosen workshop.

Registration Form

Name of participant (please print clearly)	
Title	
Agency Information	
Name/District:	
Agency/District Address:	
Phone Number:	
E-mail Address:	
Select One Workshop to Attend:	
All workshops will be from 9:30 A.M. to 2:00 P.M.	February 3, 2006: Anderson
	February 10, 2006: Dorchester
	February 24, 2006: Sumter
	March 3, 2006: Florence